

LESSON #2

WATER CYCLE

Behavioral Objective: Students will be able to understand the water cycle by creating a model and understanding the importance of water conservation.

Standards: R1.21, R12.4, W2.7

Focus framework standard: 3c- engaging students in learning.

Materials: read aloud book Magic School bus (a Book about Water Cycle), glue, markers, crayons, scissors, construction paper, cut-out work sheet (Superteacher.com)

Vocabulary: water cycle, precipitation, condensation, evaporation.

Introduction: Teacher ask students if they know where the water comes from. (allow time for discussion).

How do you think we get rain? What do you usually observe before rain starts?

Today we will learn about water cycle. What do you think it means- water cycle? (allow time for discussion)

Teacher reads Magic School Bus – A book about water cycle.

During reading time, teacher writes down words precipitation, evaporation, condensation.

Teacher asks students; what do you think word *CONDENSATION* means? Teacher writes the answer on the board.

What do you think word *evaporation* means? (writes the meaning on the board)

What do you think word *precipitation* means? (writes the meaning on the board).

Do you think water cycle is important? Why or why not? What do you think will happen to the earth if water cycle stops? (turn/talk)

Activity: Today you are going to create a water cycle diagram. You are going to work in groups and collaborate with you partner. You will use a rubric to grade each other work.

Group #1 (on level)- Students will draw a diagram of the water cycle, label the stages and order in which they happen. They will write as many sentences as possible, to describe the water cycle.

Group # 2(below grade level)- students will cut out and color pictures of clouds, sun, pond, and water droplets. They will label each stage of water cycle and put the stages in order. They will create a water cycle diagram.

Assessment: Exit slip: Students will answer the following question: What did you learn today about water? What are the stages of the water cycle? group #1 students write their answers in the writing journal.

Group #2 students draw pictures, label them and number the order in which they occur.

Worksheet for group # 2

WATER CYCLE	PICTURE	ORDER
<i>CONDENSATION</i>		
<i>EVAPORATION</i>		
<i>PRECIPITATION</i>		

RUBRIC

CATEGORY	4	3	2	1
CREATION OF DIAGRAM	Student correctly creates the water cycle diagram to include the different stages of the water cycle.	Student creates the water cycle diagram with only 1 error in stages of the water cycle.	Student creates the water cycle diagram with more than 1 error in drawing of different stages of the water cycle.	Students creates a water cycle diagram with many errors in drawing of stages of the water cycle.
LABELING OF DIAGRAM	Student labels all 3 stages of the water cycle correctly.	Student labels 2 stages of the water cycle correctly.	Student labels only 1 stage of the water cycle correctly.	Student labels none of the stages of the water cycle or does not label them correctly.
WRITTEN DESCRIPTION OF WATER CYCLE	Student writes the description of the water cycle including all 3 stages and they are correctly described.	Student's written description of the water cycle includes at least 2 stages of the water cycle and/or does not describe them correctly.	Student's written description of the water cycle includes only 1 stage of the water cycle and/or does not describe them correctly.	Student's written description of the water cycle does not include any of the stages of the water cycle and does not describe the stages.